**Lesson Title** *Wonder*

**Name** Judy McSween **Level** Kindergarten-8th Grade **Time Frame** 2 45-minute classes

**Visual Arts Standards Addressed**

**Creating Works of Visual Art**

**Standard 1:** The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.

**Indicators :** Use his or her own ideas in the creation of works of visual art.

VAK-1.1**,** VA1-1.1, VA2-1.1, VA3-1.1, VA4-1.1, VA5-1.1, VA6-1.1, VA7-1.1, VA8-1.1

Interpreting Works of Visual Art

**Standard 5:** The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.

**Indicators:** Identify some of the purposes for the creation of works of visual art.

VAK-5.1, VA1-5.1, VA2-5.1, VA3-5.1, VA4-5.1, VA5-5.1, VA6-5.1, VA7-5.1, VA8-5.1

**Lesson Set (Objectives)**

***The Student Will***

1 Watch Digital Story called “Wonder”.

2. Write a list of ideas in personal folder.

4. Decorate portfolio cover using original ideas.

5. Share and explain portfolio art with a partner at class ending.

**Skills (Intro and Demo)**

***The Teacher will***

Ask students what they wonder about. Take 3 answers.

Explain that wondering gives us ideas.

Show 2 min. digital story.

Hold up tagboard portfolio and tell students this is their folder for the year. They can choose how to decorate it today. Suggest that they write a list of ideas inside the folder before beginning.

Teacher uses her portfolio and models thinking and writing the list.

**Guided Practice**

Distribute tagboard and drawing materials.

Students fold tagboard after teacher demonstrates.

Teacher reminds students about how to use drawing materials before they begin.

Ask students: what will you do first? (write list)

**Independent Practice**

Students work at tables compiling a list of ideas and designing individual portfolio covers.

**Closure**

When bell rings, students stop. They put drawing materials away.

Students share with a peer what they drew on their portfolio and why. Teacher observes, and as partners finish, the teacher calls them to line up.